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ABSTRACT

This document provides New York administrators, counselors, and teachers with information on the statewide Occupational Education Proficiency Examination in the four home economics core courses: (1) clothing and textiles; (2) food and nutrition; (3) housing and environment; and (4) human development. Included in this document are Blueprint and Examination Formats for each of the four courses. For each course, this format consists of 50 multiple-choice questions. Each module within a course and the percentage of questions on the test are given. This guide also contains sample examination questions for each course. The second part of this document contains information specific to each module, topic, and performance objective in each core curriculum. An implementation matrix for each core course identifies modules, topics, and performance objective(s). When activity descriptions are recorded at the top of the matrix and the corresponding performance objectives checked off, teachers can determine whether all the performance objectives have been addressed. (NLA)

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Occupational Education
Proficiency Examination
in
Home Economics Education

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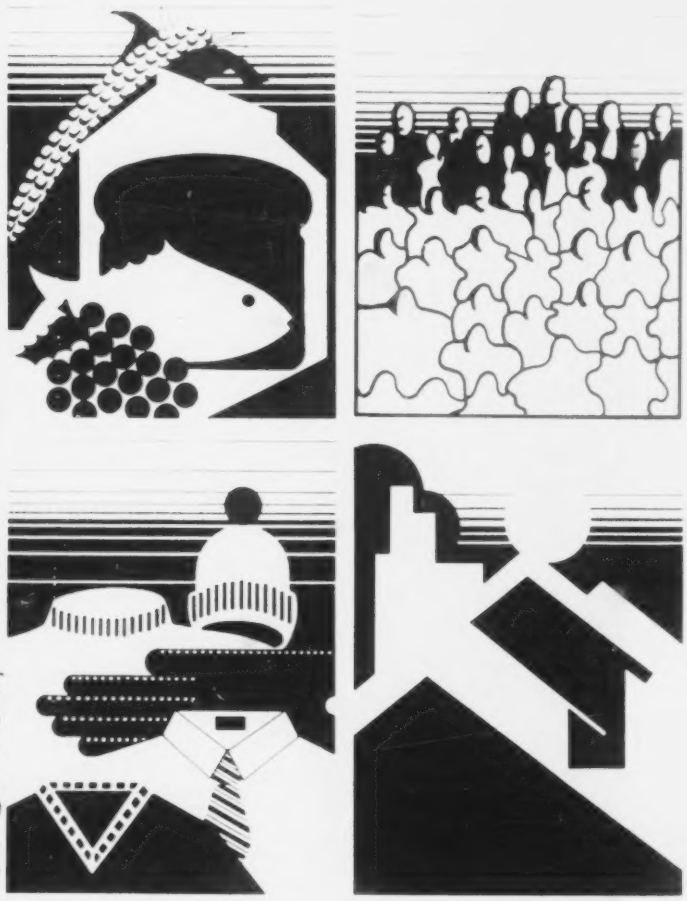

Home Economics CORE Courses

A Testing Perspective on the Curriculum

Grades 9-12

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OCCUPATIONAL EDUCATION PROFICIENCY EXAMINATION IN HOME ECONOMICS EDUCATION

Clothing and Textiles CORE
Food and Nutrition CORE
Housing and Environment CORE
Human Development CORE

A Testing Perspective on the Curriculum

Fall 1987

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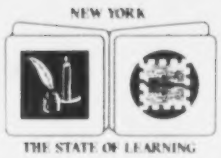

THE STATE EDUCATION DEPARTMENT

November 1987

TO: Principals of Public and Nonpublic Schools
Directors of Occupational Education
Directors of Guidance, Public and Nonpublic Schools
Home Economics Department Chairpersons, Public and Nonpublic Schools
Home Economics Teachers, Public and Nonpublic Schools

FROM: John M. Fabozzi, Chief Bureau of Career Awareness and Practical Arts Programs

SUBJECT: Occupational Education Proficiency Examination in Home Economics Education, A Testing Perspective on the Curriculum

This publication, **Occupational Education Proficiency Examination in Home Economics Education—A Testing Perspective on the Curriculum,** was developed to provide important information to teachers, guidance counselors, and administrators regarding the purpose, development and administration of the statewide proficiency examination in Home Economics Education.

The curriculum guide portion of this publication provides teachers with information which adds a dimension beyond the performance objectives and supporting competencies for the four Home Economics CORE Courses. This information, used in conjunction with the curriculum, **Home Economics CORE Courses—Grades 9-12,** can help ensure that all performance objectives have been addressed and that students attain a level of skill achievement needed to successfully pass the proficiency examination.

If you have questions on the enclosed publication, or on the Occupational Education Proficiency Examination in Home Economics Education, please contact:

Jean C. Stevens
New York State Education Department
Division of Occupational Education Programs
Home Economics Education
One Commerce Plaza
Albany, New York 12234
518: 474-3954

Acknowledgments

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The following individuals developed and edited the CORE specific sections of this information booklet:

—Clothing and Textiles CORE
Shirley Hanley—Mexico Central School
Helen Newton—Albany City Schools

—Food and Nutrition CORE
Leueen Smithling—Beaver River Central School
Linda Ulrich-Hagner—Kenmore Union Free School

—Housing and Environment CORE
Rae Jean James—Union/Endicott Central School
Joanne Rascoe—Plattsburgh City Schools

—Human Development CORE
Dorothy Ingebritsen—East Greenbush Central School
Dawn Scagnelli—Scotia-Glenville Central School

—Editors
Martha Servian—Julia Richman High School, Manhattan
Peggy Tayler MacNeil—Ballston Spa Central School
Linda Ulrich-Hagner—Kenmore Union Free School
Lea Weinstock—Franklin K. Lane High School, Brooklyn

The following individuals served on the Experimental Examination Committees and reviewed this information booklet:

—Clothing and Textiles Experimental Exam Committee
Doreen Cechnicki—Sharon Springs Central School
Joyce Matthews—G.W. Wingate High School, Brooklyn
Michelle Shirkey—Otego-Unadilla Central School
Nancy Thompson—Buffalo City Schools
Jean Welch—Beekmantown Central School

—Food and Nutrition Experimental Exam Committee
Velma Cousins—Albany City Schools
Rosemary Crist—Fulton City Schools
Anne Marie Meyer—Geneva City Schools
Linda Ulrich-Hagner—Kenmore Union Free School
Nancy Zuglan—Ravena-Coeymans-Selkirk Central School

—Housing and Environment Experimental Exam Committee

Eunice Hartmann—Penfield Central School
Rae Jean James—Union-Endicott Central School
Rosemarie Posillico—North Colonie Central School
Phebe Slattery—New Berlin Central School
Nancy Youngfert—North Shore Central School

—Human Development Experimental Exam Committee

Ann Coleman—Niskayuna Central School
Jane Duffy—Kenmore Union Free School
Camilla Morris—Oxford Academy & Central School
Rosemarie Posillico—North Colonie Central School
Martha Servian—Julia Richman High School, Manhattan

Message to the Teacher

The Proficiency Examination in Home Economics Education is intended to test for a minimum level of achievement in the CORE courses. The examination questions are directly linked to the performance objectives within the curriculum. It is important that, in planning the delivery of these courses, teachers incorporate all the performance objectives into their instruction.

This publication has been developed to inform teachers about the specific guidelines for the purpose, development, administration and scoring of the CORE examination. The use of the Curriculum Implementation Matrix and the CORE Curriculum Guides, within this publication, can assist the teacher in planning the delivery of these courses. Use of this information in conjunction with the curriculum: **Home Economics CORE Courses—Grades 9-12,** can help assure that all objectives and competencies have been adequately addressed.

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Foreword

This publication is intended to provide administrators, counselors, and teachers with information concerning the use, administration, and development of the Occupational Education Proficiency Examination in the Home Economics CORE. In addition, this publication provides teachers with information that adds a dimension beyond the performance objectives and supporting competencies for the four Home Economics CORE courses. This information will help teachers ensure that they have identified and taught all pertinent concepts and principles which will help students to successfully attain the standards set forth in the curriculum. Questions concerning the information in this publication should be directed to the Bureau of Career Awareness and Practical Arts Programs, One Commerce Plaza, Room 1619, Albany, New York 12234 (518:474-3954).

Purpose of the Examination

The examination in the Home Economics CORE Courses is designed to measure a student's knowledge and understanding of the performance objectives and supporting competencies in Clothing and Textiles, Food and Nutrition, Housing and Environment, and Human Development. This Proficiency Examination is made up of four parts. Students must take two of these parts, and accumulate a combined total of 65 points to receive a passing grade. Passing the examination satisfies part of the requirement for completing a sequence in occupational education for a high school diploma. Use of a student's score in determining the student's final grade in a Home Economics CORE course is the prerogative of the local educational agency.

Required Use of the Examination

Students first entering grade 9 in 1988 and thereafter who pursue approved sequences in occupational education must take and must pass proficiency examinations where available in order to earn a Regents or local diploma. Students pursuing a sequence in Home Economics must take two parts of the proficiency examination, as required by the specific sequence. A student who fails the examination is not required to take any specific remediation and may retake the examination whenever it is offered by the Department.

In addition, in accordance with Section 100.5(d) (1) of the Commissioner's Regulations, students may earn units of credit without completing units of study. Those students who achieve a score of at least 85% on a specific part of the State-developed Home Economics Proficiency Examination and meet the other criteria as outlined in the regulation may earn a total of ½ unit of credit for this course.

Administration and Scoring

The first required administration of the Home Economics Proficiency Examination in the CORE courses is scheduled for January 1989 at a date and time to be specified by the State Education Department. Thereafter, it will be offered a minimum of two times a year, in January and June. Consideration will be given to an August test date beginning in 1990 based upon the need of local educational agencies.

The Department will provide an **experimental examination** in Home Economics CORE, available for use by all interested schools in January 1988. The format of this examination will parallel the required examination which will be offered beginning in January 1989. In addition, a representative sample of schools will be asked to administer this experimental examination in January 1988 and return the answer sheets to the Department for statistical analyses.

Scoring the students' answer sheets is the responsibility of the local educational agency. The separate answer sheets provided by the Department may be either hand scored or machine scored on NCS equipment. Scoring overlays will be provided by the Department for hand scoring the answer sheets.

The results of the required examinations beginning in January 1989 will be included on the Comprehensive Assessment Report (CAR), and the answer papers will be subject to review by the Department.

Alternative Testing Techniques for Students with Handicapping Conditions

A student who has been identified by the Committee on Special Education as having a handicapping condition may be eligible to use alternative testing techniques. Eligibility is determined on an individual basis. The consistent use of alternative testing techniques is important for providing a student with a handicapping condition the opportunity to demonstrate his or her knowledge and skills without being limited by a handicapping condition. The intent of alternative testing techniques is to provide a means by which a student with a handicapping condition can participate on a equal basis with non-handicapped peers.

A student with a handicapping condition taking a proficiency examination in occupational education must be provided with the alternative testing techinques specified on the student's Phase I Individualized Education Program (IEP). The alternative testing techniques available for this testing would be similar to the types approved for the Regents competency tests. Further information on the use of alternative testing techniques may be obtained from the manual entitled **Alternative Testing Techniques for Students with Handicapping Conditions.** Copies are available from the Office of Education of Children with Handicapping Conditions.

Examination Development Process

Questions developed for the proficiency examination in Home Economics are written by subject-matter teachers according to a blueprint prepared by a committee of Home Economics teachers and administrators. The blueprint establishes the percentage of the test devoted to each module and topic as well as the percentage of the different cognitive levels of the questions. These cognitive levels include knowledge, comprehension, application and higher level (analysis, evaluation, synthesis). Questions are submitted to the State Education Department for initial content and technical review. Questions are then pretested on a representative sample of Home Economics students throughout the State. The pretests are returned to the Department where each question undergoes statistical analysis and further review. The examinations are prepared from the bank of pretested questions by a committee of Home Economics teachers.

Clothing and Textiles CORE Blueprint and Examination Format

This part will consist of 50 multiple-choice questions. These questions will be selected as follows:

	Module	Percentage of Questions on Test
I	Cultural, Aesthetic Historical Aspects of Clothing and Textiles	10-12 percent
II	Clothing Values, Decisions, and Personal Appearance	5-7 percent
III	Design and Clothing	5-7 percent
IV	Fibers and Fabrics: Wearable Art	10-12 percent
V	Basic Clothing Construction	49-51 percent
VI	Functional Clothing and Clothing for Special Needs	5-7 percent
VII	Selection, Care, and Redesigning of Clothing	5-7 percent
VIII	Careers Apparel and Textile Industry	5-7 percent

Food and Nutrition CORE Blueprint and Examination Format

This part will consist of 50 multiple-choice questions. These questions will be selected as follows:

	Module	Percentage of Questions on Test
I	Beginning Food Preparation	10-12 percent
II	Meal Management and Food Purchasing	10-12 percent
III	Meal Service	5-7 percent
IV	Basic Food Preparation and Nutrition	60-62 percent
V	Careers in Foods and Nutrition	10-12 percent

Human Development CORE Blueprint and Examination Format

This segment will consist of 50 multiple-choice questions. These questions will be selected as follows:

	Module	Percentage of Questions on Test
I	Understanding the Adolescent Period	27-29 percent
II	Understanding the Adolescent Within the Family	21-23 percent
III	Understanding and Relating to Younger Children	21-23 percent
IV	Relating to and Learning with Adults	16-18 percent
V	Careers and Opportunities in Human Development	10-12 percent

Housing and Environment CORE Blueprint and Examination Format

This segment will consist of 50 multiple-choice questions. These questions will be selected as follows:

	Module	Percentage of Questions on Test
I	Housing Decisions	10-12 percent
II	Housing Trends	16-18 percent
III	Introduction to Design Theory	32-34 percent
IV	Design and Home Living	16-18 percent
V	Interior Management	10-12 percent
VI	Career Opportunities in Housing and Design	10-12 percent

State Curriculum Format

In accordance with the Regents Action Plan, **Home and Career Skills** and **Introduction to Technology** are mandated study for all students by the end of grade eight. As a result, students should be able to apply the process skills of decision making, problem solving, and management, apply them to daily living and career choices, and be able to assess the impact of technological systems. These skills should be further used and developed throughout the high school sequences. The Home Economics CORE courses are designed to be the first courses within the Home Economics continuum. Each CORE course provides basic content and an overview of the cluster. The blueprint committee has identified the percentage and cognitive level of each performance objective in the Home Economics CORE Courses.

The questions developed for the proficiency examination in Home Economics are written from the performance objectives and supporting competencies as outlined in the January, 1987 curriculum, **Home Economics CORE courses, Grades 9-12,** which includes Food and Nutrition, Human Development, Clothing and Textiles, and Housing and Environment.

Sample Examination Questions:

The following is a representative sample of questions selected from modules and topics within each Home Economics CORE course. Various cognitive levels of difficulty are included within the sample.

Clothing and Textiles CORE

The ancient Greeks wore tunics made from two rectangles of fabric joined at the shoulders. These tunics were called

1. himations
*2. chitons
3. togas
4. saris

In an employment interview, an employer forms a first impression based mostly on the applicant's

1. ability
2. education
*3. appearance
4. background

A design principle is

1. color
2. texture
3. line
*4. balance

A functional finish put on fabric is

1. bleaching
2. mercerizing
3. sizing
*4. waterproofing

To make a garment using corduroy, extra fabric should be bought in order to allow for

1. laying out all the pieces on straight of grain
2. ease of wear and care of the garment
3. laying out all the pieces right side up
*4. laying out all the pieces going in the same direction

For persons with restricted movement in their hands, the easiest fastener for a shirt would be

*1. hook and loop tape
2. a zipper
3. buttons
4. hook and eye

Jack is planning to buy a shirt for a friend who lives in a neighboring state. Which type of store would most likely have a branch in his friend's state?

1. a factory outlet
*2. a chain store
3. a thrift store
4. a boutique

The individual who selects fashion merchandise for feature articles in magazines and newspapers is a fashion

*1. editor
2. copywriter
3. consultant
4. designer

Food and Nutrition CORE

Which action should be taken to extinguish a grease fire in a frying pan?

1. Pour cold water into the pan.
2. Throw flour onto the fire.
3. Cover the pan with a towel.
*4. Place the lid on the pan.

Which meal would generally be considered most appealing in flavor, color, and texture?

1. chicken breasts, cauliflower, white rice
*2. roast beef, leafy green salad, corn bread
3. fish, wax beans, egg noodles
4. turkey, mashed potatoes, boiled onions

Serving dishes are filled in the kitchen and brought to the table. They are passed around the table and the guests serve themselves. This type of service is known as

1. English
2. buffet
3. plate
*4. family

Which food group is highest in complete protein, iron, and B-vitamins?

1. milk and milk products
*2. meat and meat substitutes
3. fruits and vegetables
4. bread and grain products

Which is a quick bread made from a pour batter?

1. muffins
*2. pancakes
3. biscuits
4. doughnuts

Milk that has had water removed and sugar added is called

*1. condensed
2. evaporated
3. homogenized
4. pasteurized

Which method of cooking is best to use in preparing less tender cuts of meat?

1. broiling
2. frying
*3. braising
4. roasting

Which characteristics is most necessary for *all* food preparation workers?

*1. good personal care habits
2. public speaking skills
3. creativity
4. good memory

Housing and Environment CORE

An environmental impact statement reports on the study of

1. people's needs in the housing environment
2. the balance of nature in the wild
3. the overall quality of air in an area
*4. the effect of humans on the natural environment

An apartment building in which each apartment is purchased and owned separately is called a

1. commune
*2. condominium
3. duplex
4. walk-up

Which ratio best illustrates the concept of the golden rectangle

1. 1:1
2. 1:2
*3. 2:3
4. 2:5

What color scheme creates a dynamic, exciting atmosphere?

1. monochromatic
2. analogous
3. neutral
*4. complementary

Skyscrapers and tall monuments convey a feeling of

*1. strength and dignity
2. relaxation and masculinity
3. excitement and movement
4. gracefulness and femininity

To insure that an electrical appliance meets safety standards, consumers should look for the

1. Occupational Health Administration stamp
2. National Electrical Code statement
*3. U.L. Seal of Approval
4. Energy Guide label

Which is the least expensive way to conserve energy in an older home?

1. Replace existing windows with double-glazed windows.
2. Buy insulated draperies for all windows.
*3. Weatherstrip the doors and windows.
4. Install a high performance furnace and water heater.

Which source would contain names of people interested in doing housing repairs?

*1. the yellow pages of the local telephone directory
2. help-wanted ads in the local newspaper
3. **Occupational Outlook Handbook**
4. **Dictionary of Occupational Titles**

Human Development CORE

Kyle has been under a great deal of stress: he had track practice until late afternoon; after dinner, he helped his parents move furniture; he then studied for a test, and then he tried to write a term paper that was due the next day. Which factor is most likely the main source of Kyle's stress?

*1. poor time management
2. lack of financial resources
3. poor health
4. peer pressure

Using the problem-solving process to deal with her parents' divorce, a teenager should first

1. choose an action to solve the problem
*2. state and understand the problem
3. consider possible alternative solutions to the problem
4. evaluate the results of the solution

How are decisions made in an autocratic family?

1. Each family member participates in the decision making process.
2. Children make their own decisions as long as they do not conflict with established standards.
*3. Parents make the decisions for the family.
4. Family members take turns making decisions for the family.

A family in which several generations of relatives live together is called

*1. an extended family
2. a nuclear family
3. a blended family
4. a commune

A parent is providing a nurturing environment for a young child in regard to television viewing in the home when the parent

1. allows the child to watch anything he or she wants
2. permits only news and science programs to be watched
3. insists the child watch television alone
*4. watches and discusses programs with the child

Generally, a crisis hotline is a community resource that

1. offers professional counseling for a fee
2. prescribes tranquilizers or other drugs to help people get through a crisis
3. provides times for groups to meet and discuss their problems
*4. offers free information by trained volunteers over the telephone

Which is an example of an entry-level job in the field of human development?

1. drug abuse counselor
2. day care director
*3. social worker aide
4. family therapist

Which is considered to be a human resource?

1. savings
2. transportation
*3. energy
4. income

Introduction to CORE Curriculum Guide

and Implementation Matrix

CORE Curriculum Guide—

The Home Economics Curriculum Guide, for each CORE course, is a supplemental resource which should be used in conjunction with the curriculum, **Home Economics CORE Curriculum—Grade 9-12,** (January, 1987). This curriculum guide contains information specific to each module, topic, and performace objective in each CORE curriculum.

Curriculum Implementation Matrix—

The Home Economics CORE Curriculum Implementation Matrix, for each CORE course, identify modules, topics, and performance objective(s). When activity descriptions are recorded at the top of the matrix and the corresponding performance objectives checked off, the teacher will be able to determine if all the performance objectives have been addressed. At minimum, these charts should be utilized during preplanning, mid-semester evaluation, and final review of each CORE course.

Implementation Matrix
and
Curriculum Guide

Home Economics Education

Clothing and Textiles CORE

Grades 9-12

The University of the State of New York
The State Education Department
Division of Occupational Education Programs
Albany, New York 12234
1987

CLOTHING AND TEXTILES CORE **IMPLEMENTATION MATRIX**

The utilization of the chart below will help insure that all performance objectives and supporting competencies within the curriculum are identified and taught. Teachers are encouraged to use activities and projects which will help teach more than one performance objective at a time. A brief description of the activity and time needed is written at the top of the matrix. The performance objective(s) which are met by this activity should be checked off in the appropriate place in the chart below. To effectively cover a performance objective and insure competency several activities may be required. An analysis of the completed chart will indicate whether or not all performance objectives have been addressed.

CLOTHING AND TEXTILES CORE	Hrs.													
PERFORMANCE OBJECTIVE IMPLEMENTATION MATRIX	Activity													
I. **CULTURAL, AESTHETIC, AND HISTORICAL ASPECTS OF CLOTHING AND TEXTILES**														
A. Culture, History, and Fashion Cycles														
B. Agents of Fashion Change														
C. Relationships of Fashions to Art Movements														
II. **CLOTHING, DECISIONS, VALUES AND PERSONAL APPEARANCE**														
A. Clothing Symbolism														
B. Clothing as an Expression of Values														
III. **DESIGN IN CLOTHING**														
A. Elements of Design														
B. Principles of Design														
IV. **FIBERS AND FABRICS: WEARABLE ART**														
A. Fiber Types														
B. Fabrics-Yarns and Weaves														
1. characteristics of yarns and weaves														
2. coloring and finishing														
V. **BASIC CLOTHING CONSTRUCTION**														
A. Equipment and Fabric Selection														
B. Pattern Selection and Use														
C. Construction Skills														
D. Evaluating Ready-Made Garments														
VI. **FUNCTIONAL CLOTHING AND CLOTHING FOR SPECIAL NEEDS**														
A. Functional Limitations														
B. Clothing for Special Activities														
VII. **SELECTION, CARE, REPAIR AND REDESIGNING OF CLOTHING**														
A. Selection, Care, and Repair of Clothing														
B. Redesigning Clothing														
VIII. **CAREERS IN CLOTHING AND TEXTILES**														
A. Career Exploration														
B. Student Career Suitability														

COURSE: CLOTHING AND TEXTILES

MODULE: I

TOPIC: A/Performance Objective 1

- Describe motives for wearing clothing such as modesty, protection, identification, extension of self, and status
- Explain factors influencing the development of clothing. For example:
  - natural resources
  - environment (climate, geography)
  - culture (religion: Hasidic, Amish, agriculture: blue jeans; industry: protective garments)

MODULE: I

TOPIC: B/Performance Objective 1

- Describe historical/political events which influenced fashion changes. For example:
  - Colonization of America by different cultures—English, French, Dutch
  - American Revolution—Boycott of foreign goods
  - Industrial Revolution—mass production-invention of sewing machine
  - World War II—shorter skirts, military styles, slacks for women
  - Royal Wedding of Princess Diana (England)—decollete wedding dress, hats, jewelry, hairstyle
- Describe cultural/social impacts on fashion. For example:
  - Egyptian—chemise, loin cloth, heavy make-up, wigs
  - Greco-Roman—toga, chiton, sandals
  - Asian—kimono, mandarin collar, Nehru jacket

MODULE: I

TOPIC: C/Performance Objective 1

- Explain the Relationship of fashion and art movements:
  - Neoclassicism (1790-1810)
    revival of Greco-Roman styles and fabrics
  - Romanticism (1830-1870)
    feminine look (lace, ruffles, curls, full skirt)
  - Eclecticism (1880-1910)
    bustle, monobosom, ankle length skirts, "Gibson girl," sack coat, contrasting pants
  - Art Nouveau (1900-1920)
    Tubular skirt, hobble skirt, designs from nature
  - Functionalism (1920-1940)
    loose fitting, comfortable, long waist
  - Pop Art (1960's)
    tie-dyed fabrics

MODULE: II

TOPIC: A/Performance Objective 1

- Define nonverbal communication as including appearance and behavior—clothing, grooming, body language, behavior clothing
- Explain how an individual's self-concept is reflected in the color, fit, style, and neatness of his/her clothing

- List some business and social situations which require different types of clothing For example:
  - professional office—business suits
  - private school/restaurant uniforms
  - school/leisure—casual, comfortable clothing
  - gown/dress or tuxedo/suit—prom or special occasions

MODULE: II

TOPIC: B/Performance Objective 1

- Define values as a person's ideas about what is important or good, and ways in which clothing reflects one's values. For example:
  - someone who values wealth may wear clothing and jewelry that look expensive
  - someone who values practicality may wear clothing that is comfortable and durable
- Describe clothing suitable for various activities. For example:
  - protective clothing for outdoor physical work
  - nonrestrictive, cool clothing for aerobic workouts
- Discuss sound consumer practices related to wardrobe selection including economy, conformity, self-expression, prestige, aesthetics, and comfort

MODULE: III

TOPIC: A/Performance Objective 1

- Define the elements of design which are the building blocks a designer uses:
  - color—hues of the rainbow
  - line—a series of points connected together to form a narrow path
  - shape and form—the outline or silhouette of an object
  - texture—the surface characteristics or feel of an object
- Describe body shapes/types:
  - triangle—narrow shoulders and wide hips
  - inverted triangle—wide shoulders and small hips
  - rectangle—shoulders, waistline, and hips are approximately the same size
  - hourglass—small waist with chest and hips are approximately the same size
- Explain ways in which elements of design can be used to create fashion illusions. For example:
  - light colors on top and dark colors on bottom will flatter a triangular shaped person
  - vertical, spaced close together lines will make a person appear taller
  - full shapes (gathered skirts, baggy pants) will make an area appear larger
  - stiff textured fabrics hang away from the body and conceal flaws

MODULE: III

TOPIC: B/Performance Objective 1

- Define the principles of design as the artistic guidelines for using the various design elements in a garment:
  - balance—the way the internal spaces of a design work together
  - rhythm—the flow of the lines, shapes, space, and texture of a garment
  - emphasis—the focal point, or center of interest, of a garment
  - proportion and scale—the size relationship of each of the internal spaces within a garment to one another and to the total look

- Explain ways in which past and present fashions portray design principles. For example, the new look in 1947, by the French designer Christian Dior, shows balance through symmetry; rhythm by using a wide brimmed hat to accent the full skirt; emphasis on a small waistline; proportion and scale through the length of the jacket and skirt; and unity by bringing the total look together in a pleasing manner.
- Explain how design principles apply to both fashion and architecture. For example:
  - balance in fashion shows in the symmetry of the chitons worn by the Greek people.
  - balance in architecture is evident in the columns built by the Ancient Greeks.
  - rhythm in fashion—Victorians era had ribbons, braid, buttons, and lace details on clothing.
  - rhythm in architecture—Victorian architects used jigsaw scrollwork, or the gingerbread effect, as ornamental trimming for houses.
  - emphasis in fashion in the mid-twentieth century was on suppressing ornamentation and exposing structure.
  - emphasis in mid-twentieth century architecture was on promoting functionalism.
  - proportion and scale in fashion in the Gothic-era fashion shows in the hennin (high hats) and the full skirts with trains worn by women.
  - proportion and scale in Gothic architecture is evident in the majestic cathedrals with high steeples.
  - unity in Victorian fashion was achieved by taking a series of fabrics, colors, and trims and fitting them together.
  - unity in architecture of the Victorian era was achieved by making elaborate designs look good together.
- Describe how design principles, when applied to fashion, can affect emotions.

MODULE: IV

TOPIC: A/Performance Objective 1

- Define fiber:
  - staple—measured in inches, rougher, fuzzier
  - filament—measured in yards, smooth
- Define natural fibers—those that come from plants and animals.
- Define manufactured fibers—those that are the result of scientific experimentation and development (cellulosic).
- Define synthetic fibers—those made from chemicals (non-cellulosic).
- Identify natural fibers—cotton, wool, linen, filament-silk.
- Identify manufactured fibers—acetate, rayon, triacetate.
- Identify synthetic fibers—acrylic, modacrylic, nylon, polyester, spandex.
- State characteristics of fibers:
  - cotton—absorbent, durable, wrinkles, shrinks
  - linen—absorbent, durable, wrinkles, no lint
  - wool—absorbent, resilient, felts, damaged by moths, warm, durable, least flammable
  - silk—lustrous, strong, absorbent, weakened by perspiration
  - acetate—soft, drapeable, fades, heat sensitive silk-like
  - acrylic—wool-like, wrinkle resistant, may pill, heat sensitive, resistant to sunlight
  - modacrylic—soft, resilient, resistant to moths, mildew, sunlight, heat sensitive
  - nylon—strong, resilient, nonabsorbent, heat sensitive
  - polyester—wrinkle resistant, strong, resistant to abrasion, blends well with other fibers
  - rayon—absorbent, soft, drapeable, will wrinkle

- spandex—elastic, stronger and more durable than rubber, resistant to body oils, damaged by chlorine bleach
- triacetate—can be permanently pleated, crisp finish, wrinkle and shrink resistant, easily laundered

- Describe how fiber characteristics relate to the performance of fabrics by comparing the characteristics of a particular fiber to the desired use of a fabric. For example:
  - acrylic fibers are used to make fabric for draperies that will not fade in sunlight
  - polyester fibers are used to make fabric for uniforms that are durable and wrinkle resistant

MODULE: IV

TOPIC: B/Performance Objective 1

- Identify and define weaves
  - plain—filling yarns pass over and under each warp yarn in alternate rows
  - twill—parallel diagonal ridges on fabric surface caused by filling yarns passing over and under one or more warp yarns with each successive row shifting to right or left.
  - satin—warp yarns pass over four to eight yarns at a time creating luster.
- Define yarns
  - monofilament—one strand of filament fiber
  - single yarn—twisting two strands of fibers together
  - ply yarn—twisting two or more single alike yarns
  - novelty yarn—twisting two or more unlike yarns together
- Identify characteristics of each type of weave
  - plain—balanced, no right or wrong side, tightness can vary
  - twill—firm, heavy, durable
  - satin—shiny, snags easily, smooth
- Describe variation of weave (pile weave)
- Describe how the performance of fabric is controlled by the characteristics of yarns and weaves. For example:
  - fabrics made with satin weave are appropriate for evening wear
  - fabrics made with twill weave are appropriate for work clothes

MODULE: IV

TOPIC: B/Performance Objective 2

- Identify methods of adding color to fabric
  - dying—addition of compound that adds color
  - printing—transferring color to surface of fabric
- Describe texture finishes:
  - napping—soft fuzzy surface made by rotating wire brushes
  - sizing—addition of starch or resin to add body to fabric
  - calendering—passing fabric between heated rollers to smooth and improve luster; moire embossing
- Describe performance processes:
  - durable press—needs little or no ironing
  - shrinkage controlled—shrinks minimum amount
  - stain and spot resistant—repels stains
  - water repellent—resists water

- waterproof—no water will penetrate
- flame retardant—reduces flaming and burning
- mercerization—increases strength and luster of cotton fibers

- Performance of garments and accessories is controlled by the finishing processes used on the fabrics. For example:
  - fabric with a waterproof finish is appropriate for rainwear
  - fabric with a stain resistant finish is appropriate for table linens
  - shrinkage controlled—cotton sportswear
  - flame retardant flannel—children's sleepwear

MODULE: V

TOPIC: A/Performance Objective 1

- Identify fabrics appropriate for beginning sewing projects. For example:
  - soft, knitted fabric for a sweatshirt
  - lightweight woven fabric for shorts
  - denim/canvas for totes, bookbags, locker caddies
- Choose appropriate sewing equipment:
  - needles—sharp, ballpoint, crewel, embroidery
  - shears
  - scissors
  - rotary cutters
  - tape measure
  - pins
  - yardstick
  - dressmaker pencil
  - tailor chalk/way
  - seam gauge
  - transfer markers
  - tracing wheel
  - tracing paper
  - pincushion
  - seam ripper
  - sewing machine
  - skirtmarker
  - bodkin
  - pressing equipment—tailors hem, sleeve board, needle board, pressing cloth

MODULE: V

TOPIC: B/Performance Objective 1

- Determine body measurements
  - bust/chest
  - waist
  - back length
  - hip
  - height
  - sleeve
  - inseam
- Choose figure type and pattern size using available charts in the pattern catalog.
- Identify and explain information on the pattern envelope and guide sheet:
  - pattern envelope—protective cover which contains printed information: suggested

fabrics, notions, buttons, zippers, trims, fasteners, yardage requirements.
- view—drawing or photograph which shows one of the styles the pattern pieces will make.
- pattern guide sheet—sheet with directions for cutting and sewing the pattern.
- cutting layout—diagram which shows how to place the pattern pieces on the fabric for cutting out.
- sewing directions—instructions on how to put garment pieces together to make a garment.

MODULE: V

TOPIC: C/Performance Objective 1

- Demonstrate sewing construction skills:
  - layout and cut out a pattern
  - sew and press standard seams
  - fuse two layers interfacing, hem, applique
  - button application
  - hand sew and machine sew hems

MODULE: V

TOPIC: D/Performance Objective 1

- Identify types of machine stitches—standard, basting, back, stay, under, edge, zigzag, stretch.
- Identify types of seams—plain, flat-felled, french, mock french, topstitched, double stitched, lapped.
- Identify types of seam finishes—zigzagged, pinked, bound, edgestitched, overlocked.
- Describe factors to consider when evaluating the quality of garments. For example:
  - seam types
  - stitch length
  - seam finishes
  - seam allowances
  - matched plaids/stripes
  - smooth facings/interfacings
  - zipper
  - fasteners
- Describe how construction techniques relate to garment use. For example:
  - garments that are worn and laundered often need sturdy finishes (jeans need flat-felled seams—prom gowns do not)

MODULE: VI

TOPIC: A/Performance Objective 1

- Describe physical conditions that may create problems with clothing, such as these requiring the use of wheelchairs, crutches, braces, walkers, and adaptive appliances:
  - arthritis
  - muscular dystrophy
  - cerebral palsy
  - functional limitations of the elderly
  - broken bones

- List construction techniques and materials which can be used to adapt or modify clothing for disabled individuals. For example:
  - elastic
  - large hooks
  - hook and loop fasteners (for example, VELCRO—tradename)
  - buttons (large, flat) sewn on with elastic thread
  - zipper pulls
  - additional zipper (for example, at shoulder seam)

MODULE: VI

TOPIC: B/Performance Objective 1

- List activities that create special clothing needs. For example:
  - winter activities
  - summer activities
  - space travel/exploration
  - athletic activities
  - military activities
  - industrial activities
- Describe construction techniques and fabrics which will help meet special clothing needs. For example:
  - very lightweight warm fabrics—outdoor winter sports
  - elastic waistbands—young children, some disabilities
  - fire retardant fabrics—young children, some occupations
  - stretch fabrics—athletic activities
  - proper fit—looser fit for some disabilities
  - reflective fabrics—bikers, joggers

MODULE: VII

TOPIC: A/Performance Objective 1

- Describe voluntary information found on garment hang tags:
  - trademark or brand name of the manufacturer
  - trademarks, brand names, or logos (product symbol) for the fibers
  - information about the construction of the fabric
  - information concerning any warranty or guarantee that applies to the garment or its fabric
  - size, union label
- Describe mandatory information to be found on labels permanently attached to the garment that should remain readable for the life of the product:
  - fiber content
  - percentage of fiber content by weight
  - brand label
  - country of origin
  - must say made in the U.S.A. if applicable
  - care: cleaning method—washing/drying/drycleaning, ironing, bleaching
- Identify fabric types and their characteristics. For example:
  - corduroy—a sturdy pile fabric of cotton or manufactured fibers, usually with rows of cut pile that vary from narrow to wide; used for sportswear, suits, and upholstery
  - denim—a strong twill-weave fabric of cotton or cotton-blend with colored warp yarns and white filling yarns; used for sportswear and jeans

- doubleknit—sturdy knitted fabric made with two sets of needles to produce a double thickness of fabric; used for sportswear, dresses, suits
- terrycloth—an absorbent woven or knitted cotton fabric that has uncut loops on one or both sides; used for towels, robes, and beachwear

- Explain consumer and government regulations concerning clothing:
  - Textiles Fiber Products Identification Act (1958)
  - Care Label Ruling (1972)
  - Wool Products Labeling Act (1939)
  - Flammable Fabrics Act (1953)

- Explain how the consumer would utilize the preceding information. For example, after following care instructions garment quality is adversely affected; the consumer may complain to the store, manufacturer, (Better Business Bureau, or other regulatory agencies.)

- Identify sources for purchashing clothing:
  - department stores
  - speciality stores/boutiques
  - discount stores
  - factory or manufacturer's outlets
  - catalog and mail-order stores
  - variety stores
  - bazaars, flea markets, and fairs
  - thrift shops
  - garage/lawn sales
  - chain stores

MODULE: VII

TOPIC: B/Performance Objective 1

- Define redesigning as taking an existing garment and changing it to better meet your needs and/or current styles.

- Describe ways to alter or redesign simple garments. For example:
  - if pants are too long cut them to another fashion length and hem
  - if a waistband is too tight, adjust the button or hook and eye
  - replace a zipper

MODULE: VIII

TOPIC: A/Performance Objective 1

- Identify careers in clothing and textiles industries using resources such as **Dictionary of Occupational Titles**, **Occupational Outlook Handbook**, **Encyclopedia of Careers and Vocational Guidance**, and GIS (Guidance Information Systems). For example:
  - design and manufacturing—fashion designer, illustrator, seamstress/tailor, sewing maching operator
  - communications and education—fashion promotion
  - retailing—buying, sales (selling goods to customers)
  - merchandising (all decisions that go into the selling of a product)

- Identify skills and education needed for job clusters

MODULE: VIII

TOPIC: B/Performance Objective 1

- Describe how personal qualities contribute to employability, such as neatness, grooming, attitude, reliability, flexibility, courtesy.
- Explain how personal traits relate to various apparel and textile careers. For example:
  — a creative, artistic and reliable individual with good communication skills may be suited for a career as fashion illustrator.
  — a well-groomed, reliable, and courteous individual who likes to work with people may be suited for a career as a sales clerk.

Implementation Matrix
and
Curriculum Guide

Home Economics Education

Food and Nutrition CORE

Grades 9-12

The University of the State of New York
The State Education Department
Division of Occupational Education Programs
Albany, New York 12234
1987

FOOD AND NUTRITION CORE **IMPLEMENTATION MATRIX**

The utilization of the chart below will help insure that all performance objectives and supporting competencies within the curriculum are identified and taught. Teachers are encouraged to use activities and projects which will help teach more than one performance objective at a time. The teacher should record a brief description of the activity and time needed at the top of the matrix. The performance objective(s) which are met by this activity should be checked off in the appropriate place in the chart below. To effectively cover a performance objective and insure competency several activities may be required. An analysis of the completed chart will indicate whether or not all performance objectives have been addressed.

FOOD AND NUTRITION CORE — Hrs.													
PERFORMANCE OBJECTIVE IMPLEMENTATION MATRIX — Activity													
I. **BEGINNING FOOD PREPARATION**													
A. Safety and Sanitation													
B. Equipment and Utensils													
C. Terminology and Measuremnts													
II. **MEAL MANAGEMENT & FOODS PURCHASING**													
A. Menu Development													
B. Using Food Labels													
III. **MEAL SERVICE**													
A. Serving Food													
B. Table Manners													
C. Eating Out													
IV. **BASIC FOOD PREPARATION AND NUTRITION**													
A. Nutrition Awareness and Application													
B. Bread & Grain Products													
C. Fruits & Vegetables													
D. Milk & Milk Products													
E. Meat, Fowl, Fish & Meat Alternatives													
V. **CAREERS IN FOOD AND NUTRITION**													
A. Career Exploration													
B. Student Career Suitability													

COURSE: FOOD AND NUTRITION CORE

MODULE: I

TOPIC: A/Performance Objective 1

- Identify safety hazards in the kitchen and describe corresponding prevention / emergency procedures:
  - fires (never use flour on grease fires because it may cause explosions)
  - burns
  - cuts
  - choking (updated Heimlich Maneuver)
  - poisoning
  - electrical shock
  - falls.
- Describe and demonstrate correct procedures for washing dishes and cleaning up the food laboratory.
- Identify common food-borne illnesses:
  - bacteria related—salmonella, clostridium botulinum, staphylococcus aureus, perfringens
  - parasite related — trichinosis
  - virus related—hepatitis.
- Temperature zone in which bacteria thrive the best is 40° to 140° F. Avoid the growth of bacteria, yeasts, molds, enzymes with proper temperature control.
- Describe sanitary and food storage procedures which help to prevent food-borne illness and spoilage.
  - personal cleanliness
  - kitchen cleanliness
  - proper temperature of stored food.

MODULE: I

TOPIC: B/Performance Objective 1

- Describe the proper use, care and storage of large kitchen appliances, including:
  - refrigerator/freezer
  - range
  - microwave oven
  - dishwasher.
- Describe the proper use, care and storage of small kitchen appliances, including:
  - food processor
  - electric mixer
  - blender
  - coffee maker
  - garbage disposal.
- Identify and explain the proper use, care and storage of kitchen utensils, including:
  - measuring cups
  - measuring spoons
  - rubber spatulas
  - knives
  - rolling pins
  - tongs
  - kitchen shears
  - cutting boards
  - sifters
  - pastry blenders
  - food thermometers
  - wire whisks
  - strainers
  - colanders
  - graters
  - vegetable peelers

- slotted spoons
- ladles
- pastry cloths
- pastry brushes
- spatulas
- mixing spoons (nonwooden)
- pancake turners
- cooling racks
- cooking and bakeware
- mixing bowls
- cleaning equipment

MODULE: I

TOPIC: C/Performance Objective 1

- Define basic cooking terminology: beat, blend, chop, combine, cream, cube, cut, dice, fold-in, grate, grind, mince, mix. pack, puree, shred, sift, stir, shred.
- List the basic information a recipe should include:
  - a complete list of ingredients
  - specific instructions
  - kind of pan (container) and size
  - cooking temperature
  - cooking time
  - yield.
- Demonstrate the correct techniques for measuring liquid and dry ingredients.
- Identify common food preparation abbreviations:
  - teaspoon = tsp. or t.
  - tablespoon = tbsp. or T.
  - cup = c.
  - pint = pt.
  - dozen = doz.
  - quart = qt.
  - degrees Fahrenheit =°F
  - milliliter = ml
  - gram = g
  - kilogram = kg
  - degrees celsius =°C
  - square = sq.
  - hour = hr.
  - minute = min.
  - pound = lb.
  - ounce = oz.
  - inch = in.
  - liter = L
  - milligram = mg
- Identify common food preparation equivalents:
  - 3 teaspoons = 1 tablespoon
  - 4 tablespoons = 1/4 cup
  - 16 tablespoons = 1 cup
  - 2 cups = 1 pint
  - 4 cups = 1 quart
  - 1 cup = 8 fluid ounces
  - 1 pound = 16 ounces.
- Prepare and evaluate a basic nutritious food product.

MODULE: II

TOPIC: A/Performance Objective 1

- Use the Dietary Guidelines, food groups, and the RDA, to plan appealing meals, including foods with a high nutrient density.
- Evaluate menu selections for variety of:
  - complementary flavors
  - color
  - texture.
- Purchase produce during seasonal peaks when prices are best; take individual/family needs and space for storage into consideration.

- Formulate menu plan and prepare using decisionmaking/management process.
  - — select recipes
  - — order ingredients
  - — formulate time workplan
  - — assemble ingredients
  - — assemble equipment
  - — prepare and evaluate activity.
- Identify different forms of convenience foods such as mixes, frozen foods, canned, ready-to-eat, and dried foods.
- Compare and evaluate for time, energy, and cost, convenience foods vis-a-vis those made from scratch.
- Analyze convenience foods for nutritional quality.
  - — protein
  - — carbohydrates
  - — fats
  - — sodium
  - — sugar
  - — additives
  - — vitamins/minerals.

MODULE: II

TOPIC: B/Performance Objective 1

- Identify food label information required by law:
  - — common name of the food
  - — net contents or net weight
  - — name and address of the manufacturer, packer, or distributor
  - — ingredient list (except in the case of standards of identity).
- Describe when nutrition labels are required (on foods with nutrients added and foods which make nutritional claims) and basic information that they contain:
  - — per serving information on top
  - — percentages of the U.S. RDA below.
- Discuss:
  - — open dating—a date stamped on a food package which helps the consumer purchase food that is fresh; can be found in the form of pack date, pull or sell date, freshness date, or expiration date.
  - — unit pricing—cost of an item per unit measure usually found posted on the grocery store shelf above or below the item.
  - — universal product code—a rectangular block of parallel lines and numbers found on product packages; read by a computerized checkout system to determine item name and price keeps a running inventory for the store.
- Analyze variables that influence wise consumer decisions when purchasing food, for example:
  - — label and package information
  - — sales and coupons
  - — brand and package size comparison
  - — nutritional needs.

MODULE: III

TOPIC: A/Performance Objective 1

- Describe:
  - — plate service—portioning food onto individual plates then bringing them to the table; most often used in restaurants

— buffet service—setting out food in serving dishes on a table along which guests move to directly serve themselves; easiest way to serve a large group
— family service—setting out food in serving dishes on a table around which guests sit and serve themselves by passing dishes to one another; popular for everyday meals at home
— compromise—appetizers, soups, and desserts are served on individual plates and brought to the table (plate service), but the main course is served English style by the host
— English—the host serves the food at the table, the filled plates are passed clockwise around the table.

- List advantages and disadvantages for each service including but not limited to:

	Advantages	**Disadvantages**
Plate	cleaning up time—no serving dishes to wash	guests can not control size of portions
Buffet	people serve themselves	hard to reach some dishes; slow process—waiting in line
Family	all foods on table for refills	confusion possible when passing plates around table

- Describe how to prepare a place setting, using appropriate placement of dinnerware, glassware, flatware, and napkin.
- Define table appointments, including:
  — flatware (knives, forks, spoons, serving pieces)
  — glassware (tumblers and stemware)
  — dishware/dinnerware (plates, cups, saucers, bowls, platters)
  — table coverings and napkins.

MODULE: III

TOPIC: B/Performance Objective 1

- Define etiquette as the social rules and customs observed by a group of people. Table manners are part of etiquette.
- Describe basic table manners and cultural variations.
- Explain how rules of etiquette may vary for different occasions. For example, it may be acceptable to drink soda from a can at a neighborhood barbecue, but not at a formal dinner party.

MODULE: III

TOPIC: C/Performance Objective 1

- Describe different types of restaurants available in your area, for example: fast food, informal, formal, take-out, cafeteria style.
- Describe restaurants which will meet a variety of personal needs and interests in a variety of situations.
- Evaluate each of the above mentioned types of restaurants regarding cost, convenience, type of food, and formal and informal style.
- Analyze personal factors such as time, cost, food likes and dislikes, number of people to feed, travel distance, clothing, children, health and dietary factors regarding restaurant selection.
- Compare and contrast a la carte, fast food, take-out, and dinner menus in terms of nutrition and economic concepts.

- Calculate total cost of a meal by determining local sales tax and a 15% tip on the cost of the food. For example:

  $10.00 food bill
  x .07 % local sales tax (may vary)
  $ .70 for tax

  $10.00 food bill
  x .15 %
  $ 1.50 tip

  $10.00 food bill
  + .70 tax
  +1.70 tip
  $12.20 total cost

MODULE: IV

TOPIC: A/Performance Objective 1

- Explain how each of the Dietary Guidelines for Americans are general rules developed to help you eat well:
  — eat a variety of foods
  — maintain desirable weight
  — avoid too much fat, especially saturated fat
  — eat foods with adequate starch and fiber
  — avoid too much sugar
  — avoid too much sodium
  — if you drink alcoholic beverages, do so in moderation.
- Identify the Basic Four Food Groups
  — meat, and meat alternates
  — vegetables and fruits group
  — milk and milk products
  — bread and grain products.
- Analyze Daily Food Guide and Recommended Daily Allowance table to determine what is needed at different ages to maintain proper nutrition and promote wellness.
- Describe how to prevent some of the most current health risk problems related to diet including anemia, osteoporosis, obesity, heart disease, and high blood pressure.
- Describe the function and sources of the following nutrients: protein, carbohydrates, fats, vitamins, minerals and water. For example:
  protein—builds and repairs body tissue and supplies energy; sources are meat, fish, poultry, eggs, milk, cheese, dried beans and nuts.
- Explain calorie as a measurement of energy value that a food will supply the body. Calories are supplied by carbohydrates, fats, and proteins.
- Explain the basic process of digestion, from ingestion to excretion. Identify the basic steps in a simple diagram of the digestive system.

MODULE: IV

TOPIC: B/Performance Objective 1

- Identify and explain the function of ingredients in quick and yeast breads.
- Describe and demonstrate preparation techniques for:
  — pour batter bread

— drop batter bread
— soft dough.

- Explain the development of gluten in the process of kneading or stirring dough.
- Differentiate the least to most nutritious breakfast cereals including fiber content.
- Evaluate the nutritional content of cereals, breads and grain products based on:
  — per cent of RDA of listed nutrients
  — sugar and sodium content
  — fiber content
  — calories/serving.
- Discuss the many types of pasta, including variations of shape and ingredients.
- Identify and describe the three parts of a grain kernel—endosperm, bran, germ, as they relate to fiber in the diet.
- Identify the characteristics of five forms of rice:
  — regular milled white rice
  — precooked rice
  — brown rice
  — wild rice
  — parboiled or converted rice.
- Explain methods of preparation of pasta and rice which ensure the minimum loss of nutrients and maximum palatability.
- Explain variations of the resulting amount of cooked pasta vis-a-vis the amount of initial product used.
- Describe methods of storage of bread and grain products:
  — in sealed container, cool, dry place
  — refrigerate whole grain products stored for longer than several weeks.

MODULE: IV

TOPIC: C/Performance Objective 2

- List fruits and vegetables which are good sources of:
  — vitamin A
  — vitamin C
  — iron.
- Compare the selection, nutritional quality, and storage of fresh, canned, frozen, and dried fruits and vegetables.
- Describe and demonstrate the preparation and storage factors involved in the retention of color, texture, flavor and nutrient retention of fruits and vegetables, including but not limited to:
  — to retain their natural color, cook vegetables in a small amount of water just until tender
  — to retain their texture, cook fruits in sugar syrup over low heat
  — to retain their flavor without becoming even stronger, cook onions and cabbage for short periods of time
  — to retain nutrients serve most fruits and vegetables raw whenever appropriate.

MODULE: IV

TOPIC: D/Performance Objective 1

- Describe different forms of milk products:
  Milk
  — whole—at least 3.25% milk fat

— low fat—1% and 2% milk fat
— skim—less than .05% milk fat
— nonfat dry milk—powdered form with about half the calories of whole milk
— buttermilk—tangy flavor and thick texture produced by adding lactic acid to skim milk
— yogurt—made by fermenting milk with a bacteria culture
— evaporated milk—canned whole milk minus half its water
— condensed milk—canned concentrated milk with sugar added.

Cream
— the fatty part of whole milk
— half and half—mixture of milk and cream with 10-12 percent milk fat
— light cream—cream which contains 18-30 percent milk fat
— light whipping cream—cream which contains 30-36 percent milk fat
— heavy whipping cream—(also called heavy cream): cream which contains 36-40 percent milk fat
— sour cream—cultured milk product made by adding special organisms to light cream

Butter
— (made from cream by the addition of a bacteria culture):
— unsalted—the basic product, also known as sweet butter
— salted—salt added for flavor and as a preservative
— whipped—softer, more spreadable product which has air whipped into it to make it light and dairy.

Cheese:
— fresh—has not been allowed to age or ripen (cottage, cream)
— natural—made by adding bacteria, molds, enzymes, or yeast to milk (parmesan, swiss, cheddar, mozzarella)
— process—made by shredding and blending natural chesses, adding ingredients, emulsifiers and heat (pasteurized process cheese, cheese food, cheese spread)

Frozen Dairy Desserts:
— ice cream—made from cream and milk; 10-14% milk fat
— ice milk—made from milk, usually contains 2-7% milk fat
— fruit sherbert—made from milk, fruit juices, fruit or extract, usually contains 1-2% milk fat and 2-5% milk solids. 1%-2% milk fat.

- Identify the nutritional value of milk products—protein, calcium, riboflavin, vitamins A and D.
- Identify the "pull or sell" date found on dairy product containers.
- Use dairy product label information to determine nutritional value of products.
- Describe recommended storage methods for milk and milk products.
- Explain that dairy foods are sensitive to heat and should be cooked at low temperatures for as short a time as possible. Describe the scalding process.
- Explain that pasteurization is a heat treatment that kills bacteria.
- Explain that homogenization breaks up the milk fat and disperses it evenly throughout the milk.

MODULE: IV

TOPIC: E/Performance Objective 1

- Discuss the terms:
  — meat—beef, veal, port, lamb
  — fowl/poultry—chicken, turkey, duck, goose
  — fish—finfish and shellfish
  — meat alternates
  — meat substitutes

- Explain the grading and inspection of meat. USDA Grades includes: Prime, Choice, Select, Standard.
- Describe dry and moist cooking methods:
  - — dry heat methods (for tender cuts of meat)—
    - broil
    - roast
    - pan broil
    - panfry
    - frying
  - — moist heat methods (for less tender cuts of meat)
    - braise
    - cooking in liquid.
- Describe methods of tenderizing meat prior to cooking, including: grinding, cubing, scoring, pounding, and marinating.
- Describe what to look for when buying fresh frozen and canned fish.
- Explain the difference between whole, drawn, dressed, steak, and fillets as they relate to purchasing fish.
- Define fowl/poultry as including any domestic birds including chicken, turkey, duck, goose, guinea and Cornish hen, squab, pheasant and quail, raised for its meat.
- Describe what to look for when buying fowl/poultry.
- Discuss methods of storing meat, fish, and fowl/poultry:
  - — store in coldest part of the refrigerator
  - — use within one or two days
  - — store in the freezer for up to several months
  - — refrigerate cooked, uneaten portions immediately.
- Describe safe methods of defrosting meat, fish, and fowl/poultry. For example defrost turkey:
  - — in refrigerator
  - — in cold water method
  - — in microwave
  - — not on the counter
- Define meat substitute as any other animal product.
- Describe processed alternatives as including textured vegetable protein (dried, processed soybean fibers) and meat analog (plant proteins which are similar in appearance and taste to meat).
- Define meat alternative as a vegetarian or meatless source of protein obtained through the combination of complementary proteins.
- Define complementary food combinations. Examples:
  - — grains (wheat, rye, rice, corn) plus legumes (dried beans, peas, lentils)
  - — seeds (sesame, sunflower) plus nuts and legumes.
- Differentiate positive and negative aspects of a variety of food and nutrition related careers.

MODULE: V

TOPIC: A/Performance Objective 1

- Identify food and nutrition related careers including but not limited to:
  - — cook/assistant cook
  - — salad maker
  - — baker
  - — chef
  - — busperson
  - — dishwasher
  - — restaurant owner
  - — dietitian
  - — home economist
  - — extension home economist

- nutritionist
- registered dietitian
- caterer
- salesperson
- food server (waiter/waitress)
- food product developer
- food researcher
- manager
- buyer

- Describe educational requirements of different food related careers. Differentiate between jobs and careers.

MODULE: V

TOPIC: B/Performance Objective 1

- Describe personal qualities that contribute to employability: dependability, reliability, trustworthiness, ability to follow direction and cooperative; possess high standards of personal hygiene and good health habits; be congenial, flexible, and enthusiastic.
- Discuss personal traits relevant to specific food and nutrition related careers, for example:
  - skill in preparing food (chef, baker, salad maker)
  - appreciative of the relationship between nutrition and wellness (dietician)
  - creative, good management (home economist)
  - able to work well under pressure (short-order cook, restaurant owner).
- Match personal traits to suitable food and nutrition careers.

Implementation Matrix
and
Curriculum Guide

Home Economics Education

Housing and Environment CORE

Grades 9-12

The University of the State of New York
The State Education Department
Division of Occupational Education Programs
Albany, New York 12234
1987

The utilization of the chart below will help insure that all performance objectives and supporting competencies within the curriculum are identified and taught. Teachers are encouraged to use activities and projects which will help teach more than one performance objective at a time. The teacher should record a brief description of the activity and time needed is at the top of the matrix. The performance objective(s) which are met by this activity should be checked off in the appropriate place in the chart below. To effectively cover a performance objective and insure competency several activities may be required. An analysis of the completed chart will indicate whether or not all performance objectives have been addressed.

HOUSING AND ENVIRONMENT CORE	Hrs.												
PERFORMANCE OBJECTIVE IMPLEMENTATION MATRIX	Activity												
I. **HOUSING DECISIONS**													
A. Housing Options													
B. Choosing a Community													
C. Current Issues													
II. **HOUSING TRENDS**													
A. Historical Influences on Architecture													
B. Local Residential Architecture													
C. Housing of the Future													
III. **INTRODUCTION TO DESIGN THEORY**													
A. Elements of Design													
1. structural/decorative design													
2. line													
3. shape/form/space													
4. color													
5. lighting													
6. texture													
B. Principles of Design													
1. scale and proportion													
2. balance													
3. rhythm													
4. emphasis													
5. harmony/unity													
C. Application of Principles and Elements of Design to Housing:													
1. period furniture and room decor													
2. windows, walls, floors													
3. eclectic decorating													
4. psychological effects													
IV. **DESIGN AND HOME LIVING**													
A. Housing Space and Personal Needs													
B. Comfort and Safety Considerations:													
1. safe environment													
2. housing for handicapped													
V. **INTERIOR MANAGEMENT**													
A. Energy Considerations in Housing													
B. Selecting Appliances, Furnishings, & Equipment													
C. Home Care and Maintenance													
VI. **CAREER OPPORTUNITIES IN HOUSING**													
A. Housing Career Resources													
B. Housing Career Choices													

COURSE: HOUSING AND ENVIRONMENT CORE

MODULE: I

TOPIC: A/Performance Objective 1

- Identify and compare ways in which changing societal roles and lifestyles influence housing, including but not limited to:
  - — movement from farm life to city life gave rise the first apartment buildings (tenements).
  - — increased leisure time has given rise to housing with outdoor living areas, for example, decks and balconies.
  - — increased mobility has resulted in a boom in apartment construction and reduced the number of homes built to be handed down from generation to generation.
- Identify and describe four stages in the family life cycle in relation to housing options:
  - — founding/beginning
  - — expanding
  - — contracting
  - — empty nest.
- Identify and describe types of housing available including:
  - — tract
  - — custom
  - — manufactured
    - * prefabricated
    - * precut
    - * modular
  - — mobile homes
  - — multifamily homes
    - * rental
    - * cooperative
    - * condominiums
  - — restored, including historical restoration.
- Identify and describe housing options which meet housing needs of each stage in the family life cycle as it relates to housing, for example:
  - — empty nest continue to live in present home; move to smaller home, condominium or cooperative housing complex rent housing.
- Explain factors which influence housing location, including employment, values, economics, family life cycle, lifestyle, climate, availability, cost, taste, Maslow's Hierarchy of Basic Fundamental Needs.

MODULE: I

TOPIC: B/Performance Objective 1

- Identify and explain the types of lifestyle options in the local and regional community.
- Identify factors reflecting values/lifestyle which influence housing location, including but not limited to:
  - — socio-economic factors
  - — ethnic grouping
  - — family
  - — religion
  - — climate
  - — employment
  - — family life cycle needs
  - — leisure recreation, entertainment

— community resources
— health services/resources.

- Identify and describe factors which determine the accessibility and desirability of different communities, neighborhoods, and regions of the state, including but not limited to:
  — job availability
  — transportation
  — housing availability and cost
  — leisure activities
  — lifecycle needs.
- Identify and explain characteristics of urban, suburban, and rural communities.
- Research characteristics of regions of the State.
- Describe and use the problem solving, decision making, and management process, when choosing a community in relation to the family life cycle and lifestyle.

MODULE: I

TOPIC: C/Performance Objective 1

- Identify and research current issues in local housing, which may include such issues as:
  — housing for the elderly
  — relationship of new housing to preservation of natural environment
  — multiple family housing
  — demographics
  — zoning
  — substandard housing/homeless
  — waste disposal/toxic hazards
  — radon
  — gentrification.
- Research possible solutions to current issues, for example:
  — collect newspaper articles
  — interview residents
  — attend town/city meetings.
- Use the problem solving and decision making processes as they apply to solving a current issue.

MODULE: II

TOPIC: A/Performance Objective 1

- Recognize the designs and influence of significant architectural styles.
- Identify common roof styles (gable, mansard, saltbox, pitched, hip, flat, gambrel, lean-to).
- Relate historic housing architectural styles to the needs of the era and to modern housing, including but not limited to the following examples:

Architectural/Home Style	Human Needs of Era	Influence on Modern Housing
Pilgrim (1640-1720) The Cape Cod Home	English settlers desired modest homes with a large, fireplace room, central to family life. As families	Has remained the basic style for a typical small house. Original pitched

	grew an ell or lean-to could be added. An extension at right angles was added and a saltbox resulted. Colonists built homes similar to those they left because they knew how to build them. Used available resources.	roof has been modified to increase usable space on second floor.
Georgian (1720-1790) The Center Hall Colonial Garrison Colonial	Life became easier. Wealth became fashionable. People desired formal balance, many windows, centered doorways and fire resistent structures made of brick and stone. Only people with large land holdings could get money from England to build desirable large homes.	Has remained a popular style due to the privacy of second floor bedrooms and the convenience of ground floor entertainment areas. Popular for its efficient traffic flow.
Classical (1790-1830) Greek Revival	Due to the American Revolution, English influence on housing declined. Education and learning became more important. Greek and Roman temples were copied. Simple designs and columns were used.	Columns have remained popular on many homes, such as southern colonials based on Greek revival styles.
Victorian (1830-1900)	The Industrial Revolution gave rise to upper class Americans who wished to add European splendor to their homes. Wood working machines made possible a wide variety of housing ornamentation.	Some design features common in Victorian homes have remained popular, for example, bay windows, balconies, porches, dormers and gables.
Modern/Contemporary (1900-)	An international style due to world-wide communication and understanding. Based on a wide variety of natural environments and personal needs. Influenced widely by new technology and growing population.	Contemporary styles continue to develop, based on earlier modern styles, for example, ranch, split level, solar, geodesic domes, molded foam homes, underground/earth sheltered.

- Identify and discuss 19th and 20th century architects such as Louis Sullivan (sky scrapers), H.H. Richardson, (Albany City Hall, Part of the Capital Building), Frank Lloyd Wright, (Falling Water), Philip Johnson (glass house), Mies van der Rohe, (Seagram's Building), Minori Yamasaki, (World Trade Center).
- Recognize modifications/adaptations of historic or period architecture to current home styles in urban, suburban and rural settings.

MODULE: II

TOPIC: B/Performance Objective 1

- Discuss the relationship of local housing style to historic style and modification to modern housing.
- Identify sources of historical information.
- Identify ways in which history, climate, and culture can influence housing styles in a particular area, including but not limited to:
  - — popular Cape Cod style house in Massachusetts was influenced by English colonists
  - — roof style is influenced by snow accumulation
  - — southwestern housing is influenced by the Mexican/Spanish culture.

MODULE: II

TOPIC: C/Performance Objective 1

- Describe and apply Maslow's Hierarchy of Basic Fundamental Needs that influence housing styles.
- Explain housing trends in rural, suburban, and urban areas:
  - — Longer life expectancy indicates that housing for the elderly will become increasingly important.
  - — Rising costs make it difficult for young families to afford single-family dwellings, therefore, condominiums, apartments, town houses and two-family homes are more popular.
  - — Mobile homes can provide affordability/transitional equity and pride of ownership as opposed to rental.
- Identify areas, individuals, or situations in which human needs are currently not being met, for example:
  - — housing for the elderly
  - — housing for the disabled
  - — housing for the poor—inner city
    - —rural
    - —suburban
  - — housing for single parents
  - — adult family members returning to live at home with parents
  - — extended family, living together.
- Explain current trends, using demographic information, for population growth areas in the country and identify reasons for these trends.
- Review data pertaining to demographic predictions and housing needs of the future.

MODULE: III

TOPIC: A/Performance Objective 1

- Define structural design as that which is functional, and decorative design as that which enhances structure, for example: structural design—Shaker Chair; decorative design—Victorian Chair.
- Analyze design relative to size, shape, and structure.
- Describe decorative designs as:
  - — naturalistic—copied from nature in its natural form.
  - — conventional—copied from nature and adapted to fit purpose.
  - — abstract—nature is not necessarily the source; source may not be clearly discernable.
  - — geometric—consisting of circles, straight lines, triangles, and other simple forms.

MODULE: III

TOPIC: A/Performance Objective 2

- Describe the effects of line in design, for example:
  - — vertical—height, strength, dignity
  - — horizontal—stability, restfulness, width
  - — diagonal—suggests activity, excitement, movement
  - — curved—graceful, softening, feminine.
- Demonstrate the use of line to give the illusion of change in the proportions of a room.

MODULE: III

TOPIC: A/Performance Objective 3

- Define form/shape as that element which refers to two or three dimensional solid objects:
  - — two dimensional form (length and width).
  - — three dimensional form/mass (length, width and depth).
- Define form/mass as weight or bulk.
- Identify how shape, form/mass, and space can create visual effects, for example:
  - — open space around an object emphasizes its form.
  - — forms arranged in size order lead the eye from one end to the other.
  - — leaving adequate space between pieces of furniture softens an overcrowded look.
  - — overcrowding leads to confusion and chaos.

MODULE: III

TOPIC: A/Performance Objective 4

- Identify colors which have, or had, symbolic or historic significance, for example:
  - — red—blood, excitement
  - — purple—royalty, opulence
  - — white—loyalty, purity
  - — black—death, power
  - — yellow—cheerfulness, sunny.
- Describe terms related to color:
  - — warm colors—red, orange, yellow
  - — cool colors—blue, green violet
  - — neutral colors—white, black, beige, gray
  - — hue—the name of a specific color
  - — value—how light or dark a color is; tints are lighter, shades are darker
  - — intensity—the strength of a color, intense colors are clear and bright, less intense colors are grayed and dull
  - — color wheel—the colors in the rainbow arranged in a circle; the system by which we identify colors
  - — primary colors—red, yellow, blue.
  - — secondary colors—orange, green, violet (made by mixing two primary colors)
  - — tertiary colors—red-violet, red-orange, yellow-green, yellow-orange, blue-violet, blue-green (made by mixing a primary and an adjacent secondary color).
- Identify color schemes:
  - — related—based on one color or one color with its related colors; creates a quiet and restful look (monochromatic, analogous).
  - — contrasting—based on colors that are opposite one another and/or not next to each other on the color wheel; creates an exciting and stimulating look (complementary, triadic).
  - — neutral—based on use of black, white, beige or gray; creates a sophisticated look (accented neutral).
- Describe the effects of natural and artificial light or color:
  - — natural light (daylight, moonlight, firelight)
  - — artificial light
    - * white incandescent—more red or warm colors in it, gives yellowish cast to color.
    - * fluorescent—more blue than red, gives a blue cast to color.
- Explain the psychology of color and it's relationship to interior decorating as it influences size, shape, and atmosphere.

MODULE: III

TOPIC: A/Performance Objective 5

- Define lighting terms:
  - — accent—concentrated light used to highlight an area or object.
  - — task—lighting which is functional, for example, bright light over a work area.
  - — ambient—surrounding light, for example, general lighting necessary for watching television.
- Explain how function and aesthetic factors relate to lighting needs, for example:
  - — bright outdoor lights (safety)
  - — direct lighting over work areas (function)
  - — subdued lighting in dining areas (aesthetics).
- Identify and describe characteristics of fluorescent and incandescent lighting.

MODULE: III

TOPIC: A/Performance Objective 6

- Define texture as the surface quality of objects which effects the visual appearance of an object.
- Explain ways in which texture can be used as a decorating tool, for example:
  - — rough textures cast shadows and make colors appear darker
  - — smooth, shiny textures create a more glamorous look than do rough, dull textures.

MODULE: III

TOPIC: B/Performance Objective 1

- Define proportion as the relationship of parts to one another and to the design as a whole.
- Define scale as a term which refers to the size of an object as it relates to the size of the human body.
- Explain how objects or furnishings which have identical dimensions overall can be made to appear different, i.e.,
  - — using thick lines vs. thin lines
  - — using bold colors vs. muted colors
  - — using coarse textures vs. smooth textures
  - — using large patterns vs. small patterns.
- Describe Golden Rectangle:
  - — a standard of good proportion discovered by the Greeks
  - — rectangle with its sides in the ratio of two parts to three
  - — unequal parts are more pleasing to the eye than equal parts.
- Describe the Golden Section—a line or form in which the ratio of the small portion to the larger is the same as the larger is to the whole.

MODULE: III

TOPIC: B/Performance Objective 2

- Define balance as the design principle which gives a feeling of equilibrium.
- Explain types of balance:
  - — symmetrical—formal, both sides identical
  - — asymmetrical—informal, both sides balanced but not identical
  - — radial—all elements flow out from a central point.

MODULE: III

TOPIC: B/Performance Objective 3

- Define rhythm as the design principle which uses repeated accents to easily lead the eye from one area to another.
- Identify ways that rhythm can be achieved:
  - — radiation—lines flowing out from a central point, for example, hanging light fixture.
  - — repetition—color, line, form, pattern, and texture are repeated, for example, zigzag line.
  - — opposition—lines meet to form right angles, for example, kitchen cabinets, corners of room.
  - — gradation—change from light to dark or smaller to larger parts that all have the same shape, for example, set of canisters.
  - — transition—use of curved lines that carry the eye over rounded parts of furniture or architectural features.

MODULE: III

TOPIC: B/Performance Objective 4

- Define emphasis as the design principle which creates a center of interest (focal point)
- Identify ways to create emphasis, for example:
  - — bright, bold colors
  - — large objects, (fireplace)
  - — accent lighting
  - — object grouping.

MODULE: III

TOPIC: B/Performance Objective 5

- Describe, and explain the importance of, architectural compatibility between interior and exterior design.
- Define harmony as the unity of parts related to the whole.
- Identify ways to create harmonious design, for example:
  - — coordinating colors.
  - — repetition of a motif, for example, nautical, Indian to create a theme/composite design.

MODULE: III

TOPIC: C/Performance Objective 1

- Identify periods of furniture styles and the historical significance of each period.

Furniture Style	**Period**	**Characteristics**
Pilgrim (mid 1600's) —Jacobean —William and Mary	Pilgrim period; English influence predominated. Frontier conditions and availability of timber contributed to the styles.	Heavy structural timbers left undisguised. Wood furnishings, richly carved, and decorated with wooden "jewels". Fabrics colored with natural dyes—soft browns, yellows, reds, greens. Rectangular lines characterized style.

Queen Anne (early to mid 1900's)	Elegant townhouses built in the east by wealthy merchants. Fine furniture design was influenced by clothing styles. Wing chairs designed to protect bare shoulders from drafts.	Slender, graceful furnishings characterized by a reverse "S" shape cabriole leg and wooden shell adornments. Fiddleback and wing chairs were popular. Fabric coverings include damask and needlepoint. Curved lines characterize style.
Chippendale (mid to late 1700's)	Political turmoil of the American Revolution created a distinctive wealthy class with almost no middle class. Thomas Chippendale built ornate furniture based on Georgian and Chinese styles.	Oriental rugs, imported porcelain, and Chinese inspired wall coverings were popular. Furniture characterized by "S" shaped legs ending in ball and claw feet.
Classical (late 1700's to early 1800's) —Adam —Hepplewhite —Sheraton —Federal —Duncan Phyfe —Empire	One of the later Classical Period styles. After the American Revolution styles developed that were less influenced by English design and more typically American. Duncan Phyfe was a New York cabinet maker.	Some French influence (dog-paw and lion-paw legs). Gracefully curved chair backs. Many mirrors adorned with eagles. Muted primary colors were popular.
Victorian (mid-late to 1800's)	Mass production made fashionable style available to the working class as well as the wealthy. Advances in the textile industry made fabrics more of a decorating tool.	Characterized by dark, rich colors, designs, and overstuffed ornamentation. Brocade, floral designs, bric-a-brac, padded upholstery and heavy draperies were popular.
Modern/Contermporary (1900 to present)	Industrial Revolution increased interest in simple forms that could be machine made. New materials, such as plastics, became available.	Characterized by little ornamentation, geometric form, and simple design. Plastics, metals such as chrome, and laminated woods are commonly used materials (Breurer chair, molded chair) Popular colors are neutrals and bold primary colors. Multipurpose furniture including such things as sofa bed, fouton, and chest.

- Define transitional furniture as pieces which feature designs of two periods of furniture style.

MODULE: III

TOPIC: C/Performance Objective 2

- Identify and explain the characteristics of window styles, including, picture, bay, bow, double-hung, sliding, arch, casement, clerestory, ranch, jalousie, and awning.
- Identify and describe characteristics of window treatments:
  - — draperies/curtains
  - — blinds
  - — shades
  - — curtains.

- Identify and describe characteristics of floor treatments:
  - soft (carpeting, rugs)
  - wood flooring
  - hard surface flooring (resilient and nonresilient).
- Identify and describe characteristics of wall treatments:
  - wallpaper
  - paint
  - panelling
  - other (fabrics, mirrors, cork, ceramic)
- Explain the effects of color in interior decorating.
- Explain the effects of texture in interior decorating.

MODULE: III

TOPIC: C/Performance Objective 3

- Define and give examples of eclectic decoration as the blending of many different styles and colors into a pleasing whole.

MODULE: III

TOPIC: C/Performance Objective 4

- Explain the psychological impact of decorating decisions on people.

MODULE: IV

TOPIC: A/Performance Objective 1

- Describe space zones as they relate to home design:
  - public—areas that are open to public view from the street, for example, front yard, front porch.
  - work/play/service—areas such as playroom, kitchen, office, garage.
  - social—entertainment areas, for example: living-dining room, main entrance, deck or patio.
  - private/quiet—areas undisturbed by activity in any other zone, for example, bedrooms, bathroom, private balcony.
- Define blueprint, floor plan, elevation, site plan and standard scale.
- Identify blueprint symbols commonly used on a floor plan (Scale: ¼" = 1')
  - walls
  - doors
  - windows
  - stairs
  - electrical
  - plumbing
- Define traffic pattern as the most efficient path of travel from one room to another.
- Identify and evaluate common floor plans relative to emotional and physical well being.
- Formulate a floor plan for minimizing conflicts regarding privacy in the given space of a home.

MODULE: IV

TOPIC: B/Performance Objective 1

- Identify potentially hazardous household practices including, but not limited to:
  - running electrical cords under rugs
  - storing medicines, cleaning materials, gasoline, etc. within reach of children
  - partially blocking exit hallways and doorways to making passage difficult.
- Describe fire prevention and emergency techniques (underwriters laboratory)
  - buy appliances with UL Seal of Approval and AGA (American Gas Association) labels
  - put fire extinguisher in kitchen and cellar
  - install smoke detectors
  - clean chimneys
  - plan and practice exit drills in the home (EDITH).
- Identify areas regulated by local building codes, for example:
  - electrical work
  - construction materials
  - plumbing work.

MODULE: IV

TOPIC: B/Performance Objective 2

- Identify common disabling conditions which require housing modifications:
  - mobility impairment
  - hearing impairment
  - visual impairment
  - development/intellectual impairment.
- List three examples of elements of barrier free design:
  - structures built all on one floor
  - widened doorway
  - appropriate plumbing facilities
  - ramps.
- List three housing modifications appropriate for mobility, vision, hearing, developmental/intellectual impairments.
- Investigate and discuss the laws relative to public housing for individuals with handicapping conditions.

MODULE: V

TOPIC: A/Performance Objective 1

- Evaluate behavior of family and self with respect to energy management.
- Identify and discuss energy sources:
  - traditional—wood, coal, oil, gas, electrical
  - alternate—nuclear, solar, geothermal.
- Identify and describe short and long term costs and effects of methods of energy conservation in various types of buildings:
  - insulation
  - weather stripping on doors and windows
  - cross ventilation
  - double/triple glazed windows
  - insulated draperies/window quilts.

- Identify and describe three alternate housing forms which are energy efficient, and factors which make them energy efficient of each:
  - solar
  - underground/earth sheltered
  - geodesic dome
  - foam molded.

MODULE: V

TOPIC: B/Performance Objective 1

- Identify such factors which should be considered when purchasing an electric range, microwave, refrigerator/freezer, dishwasher, and vacuum cleaner as:
  - cost to purchase
  - ease and cost of operation, care, cleaning and repair
  - estimated "life" time
  - special convenience features
  - energy savings features
  - warranty/guarantee
  - energy efficiency rating (EER)
  - energy guide label (annual operating cost).
- Describe such methods of registering consumer complaints regarding unsatisfactory appliance performance as:
  - contact store where purchased
  - return appliance to seller
  - contact manufacturer
  - call local consumer action agency.
- Define kitchen work-center as the pieces of equipment around which most work revolves (kitchen: refrigerator/freezer, sink, range).
- Define kitchen work-triangle as the arrangement of most used pieces of equipment to allow for efficient movement from one piece to the other; the total length of the sides of the triangle should not exceed 22 feet.
- Describe the relationship of household equipment and work centers to individual and family resource management, including disabled persons.

MODULE: V

TOPIC: C/Performance Objective 1

- Identify and evaluate five home-care products used in caring for the kitchen and living room and identify where they can be purchased:
  - multipurpose cleanser
  - dusting spray
  - floor wax
  - ammonia
  - rug shampoo.
- Compare the cost of do-it-yourself repairs, care, and maintenance to the cost of hiring someone to do the work.
- Determine personal standards for the care of the living environment of the home, and health of the family members.
- Describe need for an means of implementing, such healthful methods of pest control as:
  - cleanliness
  - proper storage of food
  - covered trash containers.

- Describe procedures to follow for emergency repairs while awaiting professional help:
  - leaking pipe—turn off water to pipe; call repair person
  - refrigerator/freezer stops operating—check power source; call repair person; remove perishables to alternate cold storage, if available, otherwise leave door(s) closed until repairperson arrives.

MODULE: VI

TOPIC: A/Performance Objective 1

- List resources for careers in housing including but not limited to:
  - newspapers.
  - libraries—**Dictionary of Occupational Titles** Vols. I & II, U.S. Dept. of Labor Washington, D.C. and **Occupational Outlook Handbooks**, U.S. Dept. of Labor, Bureau of Labor Statistics
  - professionals in the field
  - school guidance and occupational education department
  - **Encyclopedia of Careers and Vocational Guidance**
  - New York State Employment Service
  - private employment agencies.
- Describe information included in job guides as:
  - definition of job titles
  - list of duties
  - personal qualifications needed
  - specialized examinations.
- Explain networking concepts and their use.

MODULE: VI

TOPIC: B/Performance Objective 1

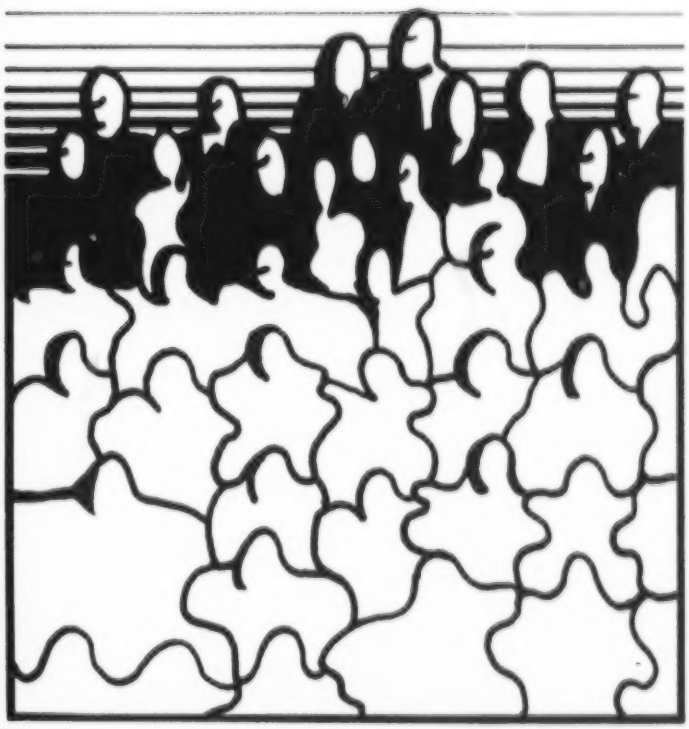
- Identify housing careers, including but not limited to:
  - architect—requires post-secondary education; should have interest in detail, science and math ability, creativity.
  - carpenter—requires scholastic, on-the-job, or apprenticeship training; should be in good physical health, well-coordinated, hardworking, and have interpersonal relationship skills.
  - real estate agent—post-secondary education is an asset; should be enthusiastic, organized, flexible.
  - interior decorator—post-secondary education is an asset; should be artistic, creative, communicative.
- List housing-related courses at the high school level, in such areas as:
  - Art
  - Human Development
  - Fashion and Design
  - Housing and Environment
  - Technology Education
  - Business Education
  - Trade and Industrial Education.
- List personal requirements for careers in housing and environment including but not limited to:
  - artistic ability
  - personal preferences—work alone or with others
  - where you like to work—inside or out
  - when do you work best—morning or night.
- Differentiate between a job and career in the housing field.

Implementation Matrix
and
Curriculum Guide

Home Economics Education

Human Development CORE

Grades 9-12



The University of the State of New York
The State Education Department
Division of Occupational Education Programs
Albany, New York 12234
1987

HUMAN DEVELOPMENT CORE **IMPLEMENTATION MATRIX**

The utilization of the chart below will help insure that all performance objectives and supporting competencies within the curriculum are identified and taught. Teachers are encouraged to use activities and projects which will help teach more than one performance objective at a time. The teacher should record a brief description of the activity and time needed at the top of the matrix. The performance objective(s) which are met by this activity should be checked off in the appropriate place in the chart below. To effectively cover a performance objective and insure competency several activities may be required. An analysis of the completed chart will indicate whether or not all performance objectives have been addressed.

HUMAN DEVELOPMENT CORE	Hrs.												
PERFORMANCE OBJECTIVE IMPLEMENTATION MATRIX	Activity												
I. **UNDERSTANDING THE ADOLESCENT PERIOD**													
A. Lifecycle													
B. Contemporary Issues of the Adolescent Period													
C. Goal Setting in the Adolescent Period													
D. Adolescent as an Active Citizen													
E. Conflict Resolution													
II. **UNDERSTANDING THE ADOLESCENT WITHIN THE FAMILY AND IN THE WORKPLACE**													
A. Family and Workplace Communication													
B. Family Composition, Lifestyle, and Values and/or Workplace Composition													
C. Adolescent Role in Family and/or Workplace Management													
III. **UNDERSTANDING AND RELATING TO YOUNGER CHILDREN**													
A. Contributing to a Nurturing Environment													
B. Identifying and Meeting Developmental Needs at Home and in Child Care Situations													
C. Encouraging a Positive Self-Concept													
IV. **RELATING TO AND LEARNING FROM ADULTS**													
A. Adults as Resources to the Adolescent													
B. Adolescents as Resources to the Adult													
V. **CAREERS AND OPPORTUNITIES IN HUMAN DEVELOPMENT**													
A. Areas of Employment													
B. Impact of Career on Lifestyle													

COURSE: HUMAN DEVELOPMENT CORE

MODULE: I

TOPIC: A/Performance Objective 1

- Define and describe adolescence:
  - — a state of development between childhood and adulthood
  - — as it pertains to the age level of the students being taught. For example, early/emerging (11-14 yrs.) middle (15-18 yrs.) late (18-21 yrs.).
- Describe concrete characteristics of adolescent growth in four areas:
  - — physical growth (for example: growth of body hair, body shape change, reproductive capability)
  - — intellectual growth (for example: increased ability to solve problems, and plan)
  - — emotional growth (for example: feelings of love become more sexual, ability to appropriately express feelings, accept consequences of own actions)
  - — social growth (for example: old enough to drive, get a job, visit friends independently of parents, seek and accept responsibility).

MODULE: I

TOPIC: B/Performance Objective 1

- Identify important adolescent issues, their effects and alternatives, including but not limited to the following examples:

Issue	Possible Effects	Possible Alternatives
family violence	— feelings of shame and hopelessness	— persuade family to get help from a social service agency/ support group
	— learning that violent behavior is the way to solve problems	— get help for self by confiding in a trusted adult
	— break up of the family (divorce, run-away, etc.)	— leave violent family and seek shelter with other family member or friends
peer pressure	— changing appearance to conform with the group (slang/fads)	— make appearance decision apart from the group
	— motivated to drugs and alcohol	— seek advice, refuse to use
	— feelings of rejection if not accepted by group of choice	— seek friend because of similar interests feel comfortable-with self
poor nutrition/ eating disorders (anorexia nervosa bulimia)	— overweight/under-weight	— seek advice from home economics or health teacher, family doctor, school nurse
	— fatigue, poor complexion, inability to perform in school	— join a weight management program or health club
	— long-term negative effects in adulthood	— modify eating behavior

teen sexual activity

- increase in school drop-out rate related to pregnancy
- birth of many premature, low birth weight babies
- increase in number of adolescent parents
- abstinence from sexual intercourse responsibility for sexual activity
- teen parent surrender their child for adoption

MODULE: I

TOPIC: C/Performance Objective 1

- Define personality as the total of one's characteristics.
- Explain how an individual's heredity has impact on that individual's personality.
- Explain how an individual's environment has impact on personality.
- List common adolescent personality characteristics, including, but not limited to the following examples:
  - Inherited
    - Body size/shape
    - Genetic make-up
    - Coloring (skin, hair, eyes)
  - Acquired
    - lifestyle
    - motivation
    - personality traits
- Describe the process used for achieving goals.
  - Identify and set goals
  - Determine individual and group values/standards
  - Determine resources
  - Form a plan and sequence of activities
  - Implement the plan
  - Evaluate the results
  - Reconsider the process when necessary.
- Define human resources as energy, knowledge, experience, skills/abilities, talent, use of time, motivation, determination, imagination.
- Define nonhuman resources as money, tools/equipment, property, nature, community facilities and services, national facilities and services, and business and industry.
- Explain and examine personal needs, wants, priorities and values.
- Explain the factors that can influence goal achievement. For example:
  - goal
  - resources
  - standards
  - not following through with plan.

MODULE: I

TOPIC: D/Performance Objective 1

- Define an active citizen as one who participates in, and contributes to, a group or purpose in a positive way.
- Investigate school and community organizations, groups and agencies in which

adolescents can be involved, including but not limited to, the following examples:
- — FHA/HERO Chapter
- — school service organization
- — SADD (Students Against Driving Drunk)
- — charitable organization/fundraiser

- Identify skills and characteristics beneficial to organizations: parliamentary procedure, management, organization, understanding, leadership skills.
- Identify and assess own skills and potential to assist others.

MODULE: I

TOPIC: E/Performance Objective 1

- Define a conflict situation as one which there is some form of disagreement
- Identify possible conflict situations and apply the process to resolve them. Steps include: (1) identify and define the problem, (2) consider possible alternative solutions, (3) gather reliable facts/information, (4) select the alternative most likely to resolve the problem (5) implement the solution, (6) evaluate the results
- Identify possible causes of stress and effects on the adolescent.
  - — define stress as useful stress which spurs positve action;
  - — define dis-tress—as inhibiting positive actions.
- Identify social emotional, physical, and intellectual effects of stress.
- Explain possible causes and effects of stress, including but not limited to, the following examples:

Cause	Effects
school work deadline	— you stop delaying and get your work done (useful) — you give up and don't do the work at all (distress)
family problems	— you seek help and try to work out the conflict (useful) — you stay away from home as much as possible (distress)
first date with someone special	— you work hard on your appearance to look terrific (useful) — you spill soda on yourself because you're so nervous (distress)

- Describe and apply stress management and coping skills to a conflict situations.

MODULE: II

TOPIC: A/Performance Objective 1

- Define effective communication as the sending and receiving of messges in which the message is precisely understood.
- Define sender and receiver
- Describe situations where communication may be blocked, for example: telephone line down—message not sent; a child cannot read note left by parent—message is not received; teacher uses new vocabulary—message is not understood.
- Differentiate between verbal and nonverbal communication:
  - — include vocal (spoken language, laughter, sigh, groan, etc.) and graphic messages as verbal communication.
  - — explain nonverbal communication as a silent process based on the way one looks and acts.

— relate verbal/nonverbal to the idea of mixed messages, for example: saying "yes," but shaking head from side to side.

- Describe communication techniques:
  - constructive communication
    - positive outcome
    - can effect change
  - assertive communication
    - opinion is expressed
    - problems out in open
  - reflective listening
    - shows caring
    - may increase understanding
  - "I" messages
    - less likely to cause bad feelings
    - positive results without negative feelings
  - "You" messages
    - destructive
    - causes bad feelings
  - destructive communication
    - no positive result
    - may indicate low self-esteem
  - nonassertive communication
    - opinion left unheard
    - avoids conflicts with others
- Describe the effect of various communication skills on the sender(s) and receiver(s) of messages.
- Explain the role effective communication plays in building relationships
- Evaluate own communication skills.

MODULE: II

TOPIC: B/Performance Objective 1

- Define the concept of family as a group of people related by blood, marriage, adoption, or common purpose.
- Explain how family lifestyles, routines, patterns, and behaviors express value.
- Identify and understand one's own values.
- Examine family types and styles:
  - family types including but not limited to:
    - nuclear—two parents and their children
    - extended—includes nuclear family plus other relatives, for example, grandparents, cousins, inlaws
    - blended—remarried couples and children from previous marriages
    - single parent—one parent and his/her children adoptive—adult(s) and adopted child(ren)
  - family styles (parenting styles):
    - democratic—family decisions are made after input of all family members is heard
    - permissive parents are accepting and passive in matters of discipline, set few or no limits
    - authoritative parents are warm but firm, set standards of behavior consistent with the needs and abilities of children
    - authoritarian—parents place a high value on obedience and conformity.
- Describe own family, noting type, ethnicity, parenting style and values held.
- Examine the effects of family characteristics on family interaction.

MODULE: II

TOPIC: C/Performance Objective 1

- Define role
- Apply the management/decision making process to a selected situation
- Describe personal, family, community resources, including but not limited to, the following examples:
  - personal (skills, time, energy)
  - family (skills of other family members "team" work)
  - community (teen/adult center, library, etc.)
- Select a management situation and apply appropriate resources, evaluate the effectiveness of the plan and ways the adolescent can make positive contributions.

MODULE: III

TOPIC: A/Performance Objective 1

- Define a nurturing environment as one which is positive, healthy, caring, and supportive, and which helps individuals to grow.
- Describe characteristics of a nurturing environment and positive qualities they encourage in children. For example:

Characteristics	**Qualities encouraged**
— sets appropriate limits	— self-control
— respects childrens' accomplishments	— positive self-esteem
— establishes routines	— security and trust
— provides appropriate medical/ dental care	— good health
— "assigns" household tasks to children, consistent with their ages and abilities	— responsibility

- Describe techniques adolescents can use to contribute to nurturing environments. For example:
  - provides a clean safe play area and play things
  - praises the accomplishments of children
  - shows patience and understanding
  - plans and carries out appropriate activities based on age and developmental level of the child.

MODULE: III

TOPIC: B/Performance Objective 1

- Define physical development as that which relates to changes in height, weight, body shape and muscle/motor skills.
- Define intellectual development as that which relates to thinking skills and the acquisition of knowledge.
- Define emotional/social development as that which relates to feelings, and how individuals relate to others and behave in groups including, moral development and development of conscience (inner moral guide).
- Identify developmental needs of children at different stages. For example:
  - infants—(birth to 18 months) emotional attachment; basic nurturing and nutrition, sensory stimulation
  - toddlers—(18 months to 3 yrs.) autonomy; security, muscle/motor control

— preschoolers—(3 yrs. to 5 yrs.) sense of purpose, chance to be creative, increasing independence
— school-age children—(5 yrs. to 12 yrs.) development of talents and skills, acceptance by peers, development of social group.

- Describe activities that aid the overall development of children at different stages. For example:
  — infants—singing to infant during bathing; stroking and cuddling
  — toddlers—being read to; nature walks
  — preschoolers—using playground equipment, painting pictures
  — school age children—problem solving games, activities with friends.
- Describe ways adolescents can aid the development of young children at home or at work. For example:
  — allow children to help with "chores"
  — be a story teller
  — be a good listener
  — help children express what is on their mind
  — check environment for hazards; be safety conscious
  — encourage children to be creative
  — participate with children in play

MODULE: III

TOPIC: C/Performance Objective 1

- Define self-concept as being the combination of three factors:
  1. how individual sees him/herself
  2. how others see the individual
  3. how individual reacts to the opinion of others.
- Describe the formation of identity.
- Define positive and negative self-concept:
  — positive self-concept—knowing yourself (good point and bad, strengths and weaknesses) and accepting yourself for what you are
  — negative self-concept—feeling inadequate or dissatisfied with what you are or what you think you are.
- Identify behaviors indicative of positive and negative self-concepts. For example:
  — positive—outgoing, willing to try new things, accepts constructive criticism, ability to accept failure and try again
  — negative—withdrawn, difficulty making friends, defensive, gives up easily, fears of failure.
- Describe influential factors that can encourage positive self-concepts: For example:
  — encouragement and praise
  — realistic goals and expectations
  — positive role models.
- Describe factors that can inhibit the development of positive self-concepts. For example:
  — sarcasm and ridicule
  — lack of encouragement and failure
  — negative role models.

MODULE: IV

TOPIC: A/Performance Objective 1

- Define resource person as one who can supply information regarding an area of interest or concern.

- Explain ways in which adults can act as resources to adolescents:
  - young adults—can relate well to adolescent issues, "safe" sounding board for expressing feelings and relieving street
  - middle adults (parent figures)—can model problem solving and decisionmaking process, offer alternatives, and discuss consequences
  - older adults—can give a generational view, long-range look at how others have dealt with similar issues.
- Identify specific adult resource people in the home, school, workplace and community.
- Describe the concept of adult multiple role. For example:
  - a well-known sports figure may also be a spouse, parent, child, homemaker, team leader, student, friend, etc.

MODULE: IV

TOPIC: B/Performance Objective 1

- Describe contemporary adult issues for which adolescents can be an effective resource. For example:
  - drinking and driving—adolescents are involved in SADD (Students Against Driving Drunk) activity/awareness programs
  - day care for children—adolescents are employed as "counselors" in many day care/summer programs for children.
- Describe how adolescents contribute to the lifestyle of adults. For example:
  - provide cultural/leisure time events (concerts, plays, ball games, etc.)
  - help with work that must be done (take jobs in community, help at home, etc.)
  - volunteer services to the community (participate in fund-raisers, supervise, playgrounds, etc.)
  - enhance the social/emotional climate of families.
- Describe the multiple roles that adolescents play. For example:
  - a high school freshman can also be a son/daughter, older sibling, student leader, peer counselor, babysitter, nurturer, friend, boy/girl friend.

MODULE: V

TOPIC: A/Performance Objective 1

- Identify personality traits needed for human development careers
- Identify human development career resources, including but not limited to:
  - **Dictionary of Occupational Titles, Encyclopedia of Careers and Vocational Guidance**
  - **Occupational Outlook Handbook**
  - professionals in the field
  - school guidance and occupational education departments
  - NYS Employment Service
  - GIS (Guidance Information Service).

- List careers in human development, and job characteristics, training needed and personality characteristics desired, including but not limited to:

Career	Job Characteristics	Training	Personality Characteristics
social worker	help troubled families; work in agencies or institutions; work work with people of all ages	four year college degree, plus	caring, good listener, enjoys helping others
home economist	work to improve quality of individual and family life; work in schools; businesses and agencies	four year college degree	creative, organized patient, famliy oriented
day care aide	works with children and performs tasks similar to those of parents	high school diploma, on-the-job training	friendly, energetic patient, caring

- Examine personal career potential and interests in relation to human development.

MODULE: V

TOPIC: B/Performance Objective 1

- Identify career factors that can have impact on one's lifestyle. For example:
  - work schedule—hours required, evenings, nights, work to be done at home (nurse)
  - physical demands (exercise instructor)
  - travel requirements—long periods of time spent away from home (sales)
  - educational requirements—cost of further training, time for further training (physician)
  - salary (social worker)
  - lack of privacy (public official)
- Identify characteristics of the social/emotional, intellectual, and physical environments of the workplace.
- Identify one's own preference of lifestyle.
- Identify careers compatible with preference of lifestyle.